

# CIO NEWS AND VIEWS

The Newsletter of the CCCCIO  
Ed Buckley (ebuckley@sonic.net) Editor

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## SPECIAL REPORT

### T5 REVISIONS FOR TUTORING AND LEARNING ASSISTANCE CREATE NEW OPPORTUNITIES TO HELP STUDENTS

By

John Nixon, Vice President of Instruction  
Mt. San Antonio College

AND Michelle Pilati, Associate Professor  
Rio Hondo College

**THE SYSTEM ADVISORY COMMITTEE ON CURRICULUM (SACC) COMMISSIONED THIS ARTICLE, WITH THE INTENTION OF PUBLISHING IT IN NEWS & VIEWS AND IN THE ACADEMIC SENATE'S ROSTRUM.**

One of the first issues pursued by the System Advisory Committee on Curriculum (see page 4) was supplemental instruction, which includes topics of much discussion and some controversy, such as so-called open labs and credit courses that carry no (zero) unit value. Following considerable discussion and input from legal counsel, and building upon recommendations made by a 2002 ad hoc committee, SACC recognized that regulatory changes were necessary and worked with the System Office to develop a set of revisions to the Title 5 Regulations affecting tutoring and learning assistance that were then presented to Consultation Council. Consultation Council recommended approval of the revisions to the Chancellor, who subsequently submitted them to the Board of Governors for approval. The Board of Governors approved the revised regulations in November of 2005 and, following approval by the Department of Finance, they became effective in January of this year.

Responding to the diverse learning styles of students and recognizing the potential of technology to meet those needs, colleges have developed a variety of courses and approaches to tutoring and to offering learning assistance, or supplemental instruction, often pushing the limits of Title 5 Regulations, which were adopted long before practitioners ever conceived of current approaches to teaching and learning. The ostensible conflict between practice and regulation has

led to considerable confusion and uncertainty among faculty and administrators, whose intentions are grounded in facilitating student success. While the revised regulations do not authorize all approaches to tutoring and learning assistance, they do define new opportunities, while maintaining old limitations, both of which deserve some explanation.

The revised sections of Title 5 Regulations affecting tutoring and learning assistance (Item 8 at [http://www.cccco.edu/executive/bog/agendas/agenda\\_1105.htm](http://www.cccco.edu/executive/bog/agendas/agenda_1105.htm)) include the following:

**Section 58050 – Conditions for Claiming Attendance.** Among other technical changes, the revisions affecting supplemental instruction under this section define conditions for claiming attendance (apportionment) for courses that provide supplemental



**T 5 KEY CHANGES**

(details on p.3)



**Second Annual CIO/CSSO  
Conference - March 15-17**

(details on p.5)

instruction. The new language makes explicit what is needed in order for apportionment to be claimed for technologically-mediated instruction. If apportionment is to be claimed, the student "...must be engaged in educational activities required of such students as described in the course outline of record." In other words, the student must be engaging in work delineated in the course outline and "the district shall monitor usage of such equipment or facilities as part of the course to ensure that they are used solely for the specified educational activities." In addition, the hours of attendance claimed (for enrollment) may not exceed the number of hours specified in the course outline. The revisions update the regulation to recognize the role of technology in an "open lab" setting and limit the activities for which a college may claim attendance to the work defined in an approved course outline.

#### **Section 58164 – Open Entry/Open Exit Courses.**

Changes to this section reflect several issues that practitioners have raised regarding supplemental instruction. Colleges have used the open entry/open exit curricular mechanism to structure open labs and other courses that support learning in one or more primary courses. One change to the regulation establishes that open entry/open exit courses may be conducted as either credit or noncredit courses and may be offered with or without regularly scheduled hours. The revised regulation also indicates that when an open entry/open exit course provides learning assistance in support of another course or courses, the open entry/open exit course must identify the course or courses it supports, as well as the specific learning objectives the student is to pursue. This change gives colleges authority to offer open entry/open exit courses as supplemental instruction. However, other revisions to the regulation prohibit apportionment claims for "(1) optional attendance at artistic or cultural presentations or events (such as, but not limited to, films, concerts, plays, or art exhibitions). (2) activities which are primarily student use of district facilities, equipment, or resources without provision of instruction involving specifically defined learning objectives and educational competencies set forth in the course outline of record." What is consistent throughout the proposed changes is the recognition of the role of the course outline in establishing what educational activities are appropriate for an open entry/ open exit course, relying on local curriculum processes to ensure course integrity.

#### **Section 58170 – Apportionment for Tutoring.**

Changes to this section expand and update requirements for courses in tutoring methods and make

online tutoring possible. The section had previously required that students who work as tutors receive training in a *course* on tutoring methods; the revised section requires only *instruction* in tutoring methods. In addition, the revised section sets limits on the academic credit that can be earned and the apportionment that can be claimed for coursework in tutoring methods. Another change allows for online tutoring by requiring that student tutoring occur *through* a designated learning center, rather than *in* such a center. Finally, the revised section clarifies enrollment requirements for students who are receiving individual tutoring, asserting that enrollment must result from referral from a counselor or instructor and that such enrollment must follow standard enrollment procedures, i.e., enrollment may not be a passive act.

**Section 58172 – Learning Assistance.** The significant change to this section opens learning assistance and supplemental instruction to (open entry/open exit) courses that offer optional assistance (no longer required of all students enrolled in the primary course or courses). This is an important change that authorizes many of the courses and approaches colleges have developed to meet the supplemental learning needs of students.

It is important to note, however, that the welcome changes to Title 5 Regulations do not authorize creation of credit courses intended for learning assistance or supplemental instruction that carry zero units. That is to say, all credit courses, regardless of their purpose or design, must carry some unit value greater than zero. Consequently, colleges have options in structuring courses to meet the needs of students in the contexts of learning assistance and supplemental instruction, but all credit courses must carry some unit value. Certainly, tutoring, offered through noncredit courses, is the most direct approach to learning assistance, but colleges may create other credit and noncredit courses, honoring the regulations discussed above, to meet the learning needs of students in a variety of instructional settings, including open labs, basic skills labs or centers and other labs or centers tied directly to specific courses or programs.

These changes to regulation have been designed to enable colleges to determine effective and legal means of meeting the needs of their students. It is hoped that the existence of SACC will facilitate other changes, as needed, in order that all colleges can effectively meet the needs of their communities.

## KEY CHANGES AND CLARIFICATIONS IN TITLE 5 REGULATIONS OF TUTORING AND LEARNING ASSISTANCE

### 58050. Conditions for Claiming Attendance

- ◆ Students must be engaged in educational activities as described in the course outline.
- ◆ District will monitor activities associated with computers and other equipment (for example, in computer labs) to ensure students are working **solely** on specified educational activities.
- ◆ District cannot claim more contact hours than those specified in the course outline.

### 58164. Open Entry/Open Exit Courses

- ◆ OE/OE courses may be conducted as either credit or noncredit courses; can be with or without regularly scheduled hours.
- ◆ The course outline for an OE/OE course that provides supplemental learning for another course or courses must identify the other course or courses as well as the learning objectives to be addressed and the competencies students are to achieve.
- ◆ The curriculum committee shall determine the maximum number of hours a student may attend an OE/OE course based on the maximum time reasonably needed to achieve the course objectives.
- ◆ Optional attendance at films, concerts, exhibitions, etc. cannot be claimed.

### 58170. Apportionment for Tutoring

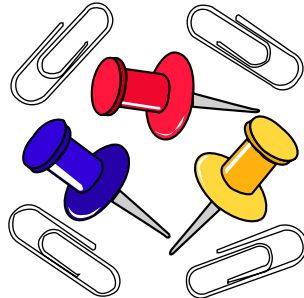
- ◆ Tutoring is conducted *through* (not necessarily in) a designated learning center.
- ◆ All tutors must receive instruction in tutoring, but not necessarily in a course. If a course is required it shall be limited to two semester or three quarter units, or 96 noncredit hours.

### 58172. Learning Assistance

- ◆ Apportionment attendance for supplemental learning assistance when offered as part of a course has previously been allowed when the assistance is a required component of all students in another course. Now, attendance is also allowed when the learning assistance is optional and is provide through an OE/OE course intended to strengthen student skills and reinforce student mastery of concepts taught in another course or courses.

# WHAT IS SACC?

*What Is That?*



The **System Advisory Committee on Curriculum (SACC)** is a newly formed system-wide committee charged with monitoring approval processes for courses and programs and with recommending policies and procedures affecting curriculum. SACC represents a unique partnership among the Academic Senate (ASCCC), the Chief Instructional Officers (CIOCCC) and the California Community Colleges' System Office, working together to provide guidance on curriculum-related issues. This committee was formed in response to recommendations that emerged from the 2004 Agency Review and has sought to focus its attentions on the most significant issues that comprise its varied charge.

**SACC** is co-chaired this year by **Randy Lawson**, Santa Monica CIO and President-elect of CCCCIO, and **Jane Patton**, Treasurer of the Academic Senate (of the California Community Colleges). Two other CIO's serve on SACC, **Sallyanne Fitzgerald** of Napa College and **John Nixon**. Six appointees of the Senate are also members, including **Michelle Pilati**, who is a member of the Senate Executive Committee and who chairs the Senate Curriculum Committee. In addition, Vice Chancellor **Carole Bogue-Feinour**, Dean **LeBaron Woodyard**, and System Office specialists attend the meetings.



**Mission Possible**  
**Second Annual Joint CIO/CSSO Conference**  
**March 15-17, 2006**  
**Historic Mission Inn**  
**Riverside California**



### **Wednesday, March 15, 2006**

Luncheon with Chancellor Mark 007 Drummond, Shaken, Not Stirred

- ◆ Do You Accept This Assignment? Math and English Graduation Requirements— Ian Walton, Senate President
- ◆ Get Smart...Ask A Lawyer - Mary Dowell

Dinner with Cari Cannon 9 Habits of College Success ...This Tape Will Self-Destruct

### **Thursday, March 16, 2006**

- ◆ Mission Impossible? Best Practices: Open Computer Learning Labs — Sallyanne Fitzgerald
- ◆ Student Learning Outcomes in Student Service; Upon Successful Completion of this Mission, the Spy Will... — Debbie DiThomas
- ◆ A View to Assessment Tools — Monte Perez
- ◆ Dr. No No No.... WASC Substantive Change Issue — Regina Stanback Stroud
- ◆ Never Say Never...Identifying and Assessing Meaningful Outcomes in Student Services — Merrill Deming and Diane Ramirez
- ◆ Hot FTES Topics...with the Golden Touch: Compressed Calendar and Non Credit Courses — John Nixon and Randy Lawson

Luncheon: Nobody Does it Better — Robin Richards and Pamela Deegan

- ◆ Where's the Cash? Financial Aid Programs — Tim Bonnel
- ◆ CIA, FBI, TSA, ADA: Understanding Alphabet Soup of K-12 Education — Audrey Yamagata-Noji
- ◆ The Schedule is Not Enough - Enrollment Management — Alice Murillo and Diane Scott Summers
- ◆ For Your Eyes Only: Org. Meetings — Pam Deegan and Robin Richards
- ◆ The Spy Who Came in from the Cold — Presidents' Reception Sponsored by ETS and starring the CIO Singers

### **Friday, Friday, March 17, 2006**

- ◆ I Spy: EASE Learning Assessment—ETS
- ◆ The Marathon Man/Woman—Commission on Athletics'
- ◆ From Sacramento with Love—Vice Chancellors' Reports
- ◆ Mission Accomplished—Pam Deegan and Robin Richards



**SEE YOU IN RIVERSIDE!**